



HISTORY DEPARTMENT

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In History we aim to develop confident historians who will play their part in shaping a tolerant and just modern society through their understanding of lessons of the past.

Departmental Overview

The History Department is comprised of 4 specialist teachers within 4 teaching classrooms.

The History curriculum is accessible for all students. Resources and teaching methods are adapted to ensure that all students are able to experience the full History curriculum we offer.

Departmental Staff

Miss J Dunn	Assistant Headteacher/ Head of Humanities
Mrs B Hare	Head of History
Mrs S Rosenthal	History Teacher/ Deputy Inclusion Manager
Mr D Sharpe	History Teacher/ Deputy Senior Pastoral Lead

Year 7 History (KS3)

History aim for year 7:

To examine the Medieval World (450-1450)

Curriculum Overview

Topics covered:

- How Dark was the Dark ages?
- How completely did the Great schism transform Christendom?
- How did a Norman become King of England?
- How far did the Normans disrupt England?
- How significant was the medieval Islamic World?
- Why did Europeans join the Crusaders?
- How connected was the wider world?
- How did the Magna Carta survive?
- How successfully did Henry reassert his Royal Authority?

In Year 7 all students will have an understanding of History in the news and a value of democracy, the rule of law, individual liberty, and tolerance of cultural diversity, participation in community life and contribution to and benefit from cultural and economic resources. These themes are embedded within the West Derby History curriculum. Through this curriculum pupils will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives. Pupils will also examine how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

New Knowledge (What we would like students to know and understand by the end of year 7)

- What happened when the Roman Empire abandoned Britain?
- The significance of the Church and Pope in Medieval Times
- The impact of the Anglo-Saxons on England
- Assess the changes and continuities over the Norman Conquest and decide to what extent life in England had changed under the Normans.
- The significance of the medieval Islamic World
- The conflict between Christian and Islamic Empires and the impact of this on the Wider world
- Explain what the Black Death was and how the Silk Road became responsible for spreading it across the world.

New Skills

- Cause and Consequence: Explain how a range of factors cause and event. Identify that there are a range of consequences. Identify short and Long term causes
- Change and continuity: Make rich descriptions of change and begin to categorise different types of change
- Similarity and Difference: Identify similarities and differences between events and societies and starts to consider reasons behind them
- Significance: categorise events in order of significance and explain reasons behind them
- Evidence: Able to use contextual evidence to support inferences
- Interpretation: Able to use contextual knowledge to support or challenge historical opinion
- Chronology and knowledge: Have a good understanding of the past and begin to build your own chronological framework

Disciplinary Vocabulary

Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks, Pilgrimage, chivalry, knight, sin, Holy Land, Inheritance, heir, danelaw, political marriage, shield wall, cavalry, coronation, Feudalism, nobility, peasants, knights, social class, Motte and Bailey, military occupation, Conquest, Empire, trade, nomadic, conversion, nomad, chivalry, trade, sect, kingdoms, castles, monarch, crusade, inheritance, oaths of fealty, rebellion, Taxation, parliament, Class, trade, peasantry, land ownership, nobility, monarchy

Prior Learning and Recall

Students will be asked to recall the historical skill of chronology and knowledge from primary school

Examinations/Key Assessments

Pupils complete progress tasks every 5-6 lessons and complete an assessment exam each term.

Homework (Including Links)

Homework will be set in line with the department's homework policy on one Satchel. All homework will be on SENECA.

Website to use

[Medieval England and the wider world 1066 -1509 - KS3 History - BBC Bitesize](#)

Click on the relevant topic which you are studying to help you with your homework

How Parents can Help

- Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.

Year 8 History (KS3)

History aim for year 8:

To examine Early Modern Era and Age of Revolutions (1450-1900)

Curriculum Overview

- How big a threat was the Peasants revolt to the power of the Monarchs?
- Why did Henry VIII break with Rome?
- Why did the English fight the English?
- How revolutionary was the Glorious revolution?
- What was the Enlightenment?
- How did Europe respond to the French revolution?
- Did industrialisation revolutionise people's lives?
- What role did Britain play in the Transatlantic Slave Trade? What impact did the Slave Trade have on Liverpool?
- What did British Colonialism look like in the 19th Century?

In Year 8 all students will have an understanding of History in the news and a value of democracy, the rule of law, individual liberty, and tolerance of cultural diversity, participation in community life and contribution to and benefit from cultural and economic resources. These themes are embedded within the West Derby History curriculum. Through this curriculum pupils will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives. Pupils will also examine how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

New Knowledge (What we would like students to know and understand by the end of year 8)

- The long term and short term causes of the Civil War in England
- The long term and short term impact of the Civil War in England
- The Restoration of the monarchy in 1660 and the problems that Charles II faced until his death in 1685
- The revolutionary developments that took place in Britain after 1688-89.
- Understand the significance of the Enlightenment and how this led to revolutions
- The causes and consequence of the American revolution
- What France was like just before it experienced a revolution in 1789
- The long and short term causes of the French Revolution
- The events of the French Revolution
- How the French Revolution contributed to a revolution in Haiti and the British reaction to these revolutions.
- Why Britain fought a long war against France and how Britain eventually defeated the French military genius: Napoleon Bonaparte.
- The cause and consequence of the Peterloo Massacre
- The cause and consequence of the Trans-Atlantic Slave trade
- The importance of Liverpool within the Slave Trade
- The development of the British Empire in the years 1776-1900

New Skills

Develop skills which have been first taught in Year 7

- Cause and Consequence: Explain how a range of factors cause an event. Identify that there are a range of consequences. Identify short and long term causes
- Change and continuity: Make rich descriptions of change and begin to categorise different types of change
- Similarity and Difference: Identify similarities and differences between events and societies and start to consider reasons behind them
- Significance: Categorise events in order of significance and explain reasons behind them
- Evidence: Able to use contextual evidence to support inferences
- Interpretation: Able to use contextual knowledge to support or challenge historical opinion
- Chronology and knowledge: Have a good understanding of the past and begin to build your own chronological framework

Disciplinary Vocabulary

Absolute monarch, tyrant, parliament, tax, archbishop, Presbyterianism, , democracy, military, radicals, puritans, civil war, siege, republic, revolution, absolute monarchy, constitutional monarchy, invasion, rebellion, act (laws), Colony, empire, trade, cash crops, enslaved people, plantation, colonist, Independence, constitution, republic, taxation, rebellion, revolution, taxation, execution, class, aristocracy, peasantry, clergy, constitutional monarchy, slavery, empire, massacre, reform, Industry, class, reform, campaign, socialism, campaign, petition, boycott, Civil Service, Great Power, alliances, nationalism, mobilisation, treaty, Artillery, technology, conscript, volunteer, recruitment

Prior Learning and Recall

Students should be able to use historical knowledge and skills from year 7 to extend their understanding of new content in year 8

Examinations/Key Assessments

Pupils complete progress tasks every 5-6 lessons and complete an assessment exam each term on topics studied previously (will include year 7 content).

Homework (Including Links)

Homework will be set in line with the department's homework policy on one Satchel. All homework will be on SENECA.

Websites to use

[Britain 1509 -1745 - KS3 History - BBC Bitesize](#)

[Britain and the wider world 1745 -1901 - KS3 History - BBC Bitesize](#)

[Challenges for Britain, Europe and the wider world 1901 to the present day - KS3 History - BBC Bitesize](#)

Click on the relevant topic which you are studying which will help you when completing homework

How Parents can Help

- Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.

Year 9 History (KS3)

History aim for year 9:

Examine the 20th Century world and understand how this has shaped the modern world

Curriculum Overview

Topics covered:

- Was World War One the war to end all wars?
- Did communism completely transform Russian society?
- Why did Fascists gain control?
- How were people controlled in Totalitarian states?
- Why did the League of Nations fail?
- When was the turning point in the Second World War?
- Why is it important to learn about the Holocaust?
- Why does America have a Martin Luther holiday? How does this compare for the fight for Equality in the UK?
- How did the USA become a superpower in the 20th Century?
- Migration through time
- What does the City of Liverpool reveal about working class culture after 1945?

In Year 9 all students will have an understanding of History in the news and a value of democracy, the rule of law, individual liberty, and tolerance of cultural diversity, participation in community life and contribution to and benefit from cultural and economic resources. These themes are embedded within the West Derby History curriculum. Through this curriculum pupils will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives. Pupils will also examine how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

New Knowledge (What we would like students to know and understand by the end of year 9)

- Different alliance systems which existed in Europe prior to 1914 and how they made a major war in Europe more likely.
- The different military plans which European nations had for war, and how Germany's plans in particular accelerated events leading to the outbreak of war
- The main causes of WW1
- The impact of WW1 and the consequence of WW1.
- Why fascists gained support during the 1920s.
- The impact of the Great Depression on the spread of fascism in Germany during the 1930s.
- The lives of the people in Nazi Germany and the Soviet Union
- The features of blitzkrieg and Nazi control in Europe.
- The events and impact of the Battle of Britain.
- The events and impact of the Nazi invasion of the USSR
- The events and impact of the attack on Pearl Harbour.
- The events and impact of the battle of Stalingrad and the D-Day landings
- The events and impact of the Holocaust
- The importance of the fight for Civil Rights in America
- How Liverpool developed and changed as a city from 1945

New Skills

Further Develop skills in:

- Cause and Consequence: Explain how a range of factors cause and event. Identify that there are a range of consequences. Identify short and Long term causes
- Change and continuity: Make rich descriptions of change and begin to categorise different types of change
- Similarity and Difference: Identify similarities and differences between events and societies and starts to consider reasons behind them
- Significance: categorise events in order of significance and explain reasons behind them
- Evidence: Able to use contextual evidence to support inferences
- Interpretation: Able to use contextual knowledge to support or challenge historical opinion
- Chronology and knowledge: Have a good understanding of the past and begin to build your own chronological framework

Disciplinary Vocabulary

Parliament, class, coup d'etat, ideology, unemployment, economic growth, election, Political state, propaganda, unemployment, economic growth, labour camp, Technology, battle, alliance, empire, invasion, occupation, Antisemitism, persecution, genocide, migration, Empire, civil war, trade, independence, culture, Black Power, boycott, communism, containment, discrimination, Dixiecrat, doctrine, domino theory,

Prior Learning and Recall

Students should be able to use historical I knowledge and skills from year 7 and 8 to extend their understanding of new content in year 9.

Examinations/Key Assessments

Pupils complete progress tasks every 5-6 lessons and complete an assessment exam each term on topics studied previously (will include year 7 and 8 content).

Homework (Including Links)

Homework will be set in line with the department's homework policy on one Satchel. All homework will be on SENECA.

Websites to use

[Britain 1509 -1745 - KS3 History - BBC Bitesize](#)

[Britain and the wider world 1745 -1901 - KS3 History - BBC Bitesize](#)

[Challenges for Britain, Europe and the wider world 1901 to the present day - KS3 History - BBC Bitesize](#)

Click on the relevant topic which you are studying which will help you when completing homework

How Parents can Help

Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.

Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.

Year 10/11 History (KS4)

Examination/Specification Board

Edexcel

Curriculum Overview

The course builds upon work you have already done at Key Stage 3. This involves a straightforward structure with three papers

Paper 1 – British Thematic Study with Historic Environment 52 marks 30% weighting 1 hour 15 minutes

Crime and punishment in Britain, c1000-present with Whitechapel, 1870-1900: Crime and policing and the inner city

Paper 2 – Period Study and British Depth Study 64 marks 40% weighting 1 hour 45 minute

(British depth study) Anglo Saxon and Norman England C1060-88

(Period Study) The Cold War

Paper 3 – Modern Depth Study 52 marks 30% weighting 1 hour 20 minutes

(Modern Depth Study) The USA 1954-1975: conflict at home and abroad.

Our GCSE course builds on Key Stage 3 topics to help students confidently develop a more nuanced understanding of history, and provides a stepping stone to further study at AS and A level. We've designed the content of our qualifications so that at A level, students can build on – but not directly repeat – what they studied at GCSE.

New Knowledge (What we would like students to know and understand by the end of GCSE)

Students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. Students will develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.

The two depth studies focus on a substantial and coherent short time span and students will understand the complexity of what England was like between 1060-1088 and the USA between 1954-1975 and the interplay of different aspects within it including social, economic, political, religious and military aspects.

The period studies focus on a substantial and coherent medium time span of at least 50 years and students will understand the unfolding narrative of substantial developments and issues associated with the Cold War.

New Skills

Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Explain and analyse historical events and periods studied using second order historical concepts.

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

Disciplinary Vocabulary

Crime and Punishment

abolition • authority • the authorities • capital punishment • Civil War • community • conquest • conscientious objectors • constable • corporal punishment • custodial • deterrence • economic • execution • government • heresy • highway robbery • hue and cry • law enforcement • martyr • metropolitan • Neighbourhood Watch • ordeal • offence • parish • penal • poaching • political • prevention • prosecution • reform • religious • retribution • sanctuary • separate and silent system • smuggling • social • tithings • transportation • treason • trial • vagabondage • watchmen • Wergild • Witchfinder • young offenders

Anglo-Saxon and Norman England 1060-1088

. • demesne • earldom • feudal(ism) • finance • forfeiture • fyrd • hierarchy • homage • housecarl • itinerant kingship • local government • motte and bailey • Normanisation • papacy • sheriff • submission • succession • thegn • Welsh Marches • Wergild • Witan • writ

Superpower Relations and the Cold War

• airlift • ballistic missiles • blockade • boycott • Brezhnev • brinkmanship • Capitalism • Comecon • Cominform • communism • containment • Czechoslovakia • democracy • détente • doctrine • Gorbachev • INF • invasion • Khrushchev • NATO • Novikov • one-party dictatorship • pact • SALT • SDI • summit meeting • thaw • ultimatum • uprising

USA 1954-1975

● Black Power ● boycott ● communism ● containment ● discrimination ● Dixiecrat ● doctrine ● domino theory ● draft ● guerrilla ● lynching ● morale ● negotiation ● napalm ● picket ● radical ● segregation ● 'silent majority' ● sit-in ● strategic ● Supreme Court ● tactics ● warfare

Prior Learning and Recall

Students should be able to use historical knowledge and skills from KS3 to build on this at KS4.

Examinations/Key Assessments

Exams

The course is linear. This means you will be examined at the end of Year 11. You will take 3 exams at the end of your studies. The marks will be added together from each unit to make your final grade.

Unit 1 (Paper 1) comprises 30% of final mark.

Unit 2/3 (Paper 2) comprises 40% of final mark.

Unit 3 (Paper 3) comprises 30% of final mark

Teacher assessments during the course

Pupils complete progress tasks every 5-6 lessons and complete an assessment mock exam each term on topics studied previously.

Homework (Including Links)

Homework will be set in line with the department's homework policy. Activities will include completing examination questions and revising for assessment tests. Most homework will be on SENECA.

Term 1	Term 2	Term 3
		GCSE History - Edexcel - BBC Bitesize

How Parents can Help

- Parents can help by assuring pupils are completing their homework.
- They attend lessons and are fully equipped.

Year 12/13 History (KS5)

Examination/Specification Board

OCR

Curriculum Overview

An understanding of History can help us to shape the events of tomorrow. The study of history is both interesting and intellectually rigorous. You will study British, Russian and American history. A Level history can provide you with a great launching pad into University. Careers linked to the study of history include; Lawyer, Journalist, Archaeologist, Teacher, Police Officer, News Researcher to name but a few.

Year 12

England 1485-1603: British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper

Russia 1894-1941: Non-British period study (Y201-Y224) 30 marks 1 hour paper

Year 13

Civil Rights in the USA 1865-1992: Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper

Topic-based essay (unit Y100) 3000 to 4000 word essay. Non-exam assessment. 20%

New Knowledge (What we would like students to know and understand by the end of A Level)

Through completion of the course students will gain an appreciation of the civil rights movement in the USA, gain an understanding of the causes and consequences of the Russian Revolution, and carry out an historical enquiry on the Holocaust

New Skills

You will develop the skills of research, assimilation, comprehension and the analysis of a wide range of material, formulation of a reasoned interpretation and the development of an ability to communicate clear and coherent judgement

Disciplinary Vocabulary

Reconstruction, discrimination, Civil rights, the Federal government, Supreme Court, State governments, Trade Union and Labour Rights, Immigration, industrialisation, union development, labour rights, Native American Indians, pressure groups, opposition, nobility, royal finances, administration, foreign policy, marriage negotiations, trade agreements, personality, foreign affairs, finances, law and social reforms, Religious change and opposition, religious legislation, faction, character, attitude, political, economic and social, opposition, liberals, populists and Marxists, Revolutions economic dislocation, food shortages, transport problems, inflation, return of exiles, The Constituent Assembly, foreign intervention, 'war communism', consolidation of power, propaganda and 'Cult of Personality', growth of police state (OGPU, NKVD, purges and gulags, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation

Prior Learning and Recall

Students should be able to use Historical I knowledge and skills from KS4 to build on this at KS5.

Examinations/Key Assessments

Exams

The course is linear. This means you will be examined at the end of Year 13. You will sit 2 exams at the end of your studies and submit a piece of coursework. The marks will be added together from each unit to make your final grade.

Year 12

British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper

Non-British period study (Y201-Y224) 30 marks 1 hour paper

Year 13

Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper

Teacher assessments during the course

Pupils complete progress tasks every 5-6 lessons in class and complete an assessment mock exam each term on topics studied previously.

Homework (Including Links)

Weekly homework and essays are set via Satchel One and in class. Homework's will include completing practice examination questions and researching key topics.

Courses for students to help support their learning will be on SENeca

Term 1	Term 2	Term 3
Use the revision guide and text book provided by class teacher		

How Parents can Help

Encourage your son/daughter to complete all homework assignments by their deadline. Parents can also help by encouraging their child to read current affairs content at home and discuss this with them to further increase the breadth and depth of their historical knowledge.

Year 12/13 Politics (KS5)

Examination/Specification Board

AQA

Curriculum Overview

The A Level Government and Politics specification is designed to encourage students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics. Students acquire knowledge of the structures of authority and power within the political systems of both the United Kingdom and the United States, pupils will study various political ideologies. They are also encouraged to think and debate more widely about how other political systems may differ. In this course students will learn to weigh up evidence against opinion and understand how people's lives are affected by political activity. You will develop a critical awareness of political events and issues.

Careers linked to the study of Politics include; Lawyer, Journalist, Archaeologist, Teacher, Police Officer, Political researcher for a variety of institutions, A Senior Civil Servant within local or National Government, News Researcher to name but a few.

Year 12

AS Level Paper 1 UK Government and Politics

Year 13

Paper 2 Government and Politics of the US and Comparative Politics

Paper 3 Political ideologies

New Knowledge (What we would like students to know and understand by the end of A Level)

Throughout the course students will be required to complete an in depth study of UK (Paper 1) and US (Paper2) Government and Politics. Students will study UK politics in the first year of A Level and will complete the AS Paper on UK Government and Politics at the end of year 12 in order to provide a base assessment opportunity whilst also giving students a working practice at a real life A level exam before completion of their full A level in y13. Students will then begin their study of USA Government and Politics in June of y12. Comparisons across the two political systems are required in the topic entitled Comparative politics. Students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. As well, as this students will complete the study of a 3rd unit (in Y13) which looks at different political ideologies including Liberalism, Conservatism, Socialism and Nationalism. Each ideology will be taught in a way that looks to compare and contrast the different models but will be taught in chronological order of each ideologies development. The political ideas to be studied have relevance to both of the systems of government and politics. The study of the four ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA. Politics, as a subject, is inherently synoptic. The political knowledge, concepts, behaviours and institutions studied in any particular module can often be used and applied to new contexts in other parts of the course.

New Skills

You will develop the skills of research, assimilation, comprehension and the analysis of a wide range of material, formulation of a reasoned interpretation and the development of an ability to communicate clear and coherent judgement.

Disciplinary Vocabulary

Codified • uncodified • statute • common law • conventions • authoritative opinions • The royal prerogative • rule of law • parliamentary sovereignty • individual and collective rights. Scrutiny of executive • Commons • Lords • MPs and peers • delegates and trustees • Burkean theories of representation • delegate theories • mandate theories • trustees • parliamentary privilege • opposition • legislation • debate • redress of grievances • campaign • referendum core executive • prime minister • primus inter pares • cabinet • inner cabinet • cabinet committee • individual and collective responsibility • accountability. direct democracy • representative democracy • suffrage • participation • partisan dealignment. Ideology • party structure • party systems • party funding • party functions • minor parties • political agenda.

Congress • House of Representatives • Senate • oversight • committee System Supreme Court • judicial activism • judicial restraint • judicial review • strict and loose constructionism. The Warren Court 1954–1969 • Brown vs Topeka Board of Education (1954) • Miranda vs Arizona (1966) • The Burger Court 1969–1986 • Roe vs Wade (1973) • United States vs Nixon (1974) • The Rehnquist Court 1986–2005 • Texas vs Johnston (1989) • Bush vs Gore (2000) • The Roberts Court 2005 – present • District of Columbia vs Heller (2008) • Obergefell vs Hodges (2015)

The individual and freedom • human nature, the state, society and the economy • classical liberalism • modern liberalism. Government, the free market, the individual • authority, tradition, private property human nature, the state, society and the economy • traditional conservatism • the new right. Marxism, class analysis and fundamental goals of socialism • human nature, the state, society and the economy • revolutionary socialism • social democracy.

Prior Learning and Recall

Students may be able to use Historical knowledge and skills if they have studied History at KS4 to build on this at KS5. The study of politics inherently provides students with the opportunity to not only understand a range of political ideas and opinions but also allows students the opportunity to continue to evaluate a diverse range of beliefs and principles in relation to the UK and the world as a whole in the 21st century. Such concepts can be considered to be part of a variety of subjects that students will have studied at KS4 including English and Religious Studies.

Examinations/Key Assessments

Exams

The course is linear. This means you will be examined at the end of Year 13. You will sit 3 exams at the end of your studies. The marks will be added together from each unit to make your final grade.

Year 12

Mock A Level Paper 1 UK Government and Politics (2 Hours)

Year 13

A Level

Paper 1 Government and Politics of the UK (2 Hours)

Paper 2 Government and Politics of the US and Comparative Politics (2 Hours)

Paper 3 Political ideologies (2 Hours)

Teacher assessments during the course

Pupils complete progress tasks every 5-6 lessons in class and complete an assessment mock exam each term on topics studied previously.

Homework (Including Links)

Weekly homework and essays are set via Satchel One and in class.

Term 1	Term 2	Term 3
Use the revision guide and text book provided by class teacher		

How Parents can Help

Encourage your son/daughter to complete all homework assignments by their deadline. Parents can also help by encouraging their child to read current affairs content at home and discuss this with them to further increase the breadth and depth of their political and historical knowledge.